



**Office of Education
Performance Audits**

**FINAL EDUCATION PERFORMANCE AUDIT REPORT
FOR
LIZEMORE ELEMENTARY SCHOOL
CLAY COUNTY SCHOOL SYSTEM**

JULY 2010

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

An announced Education Performance Audit of Lizemore Elementary School in Clay County was conducted October 29, 2008.

A Follow-up Education Performance Audit of Lizemore Elementary School in Clay County was conducted April 21, 2010. The purpose of the follow-up was to verify correction of the findings identified during the original Education Performance Audit. The review was in accordance with West Virginia Code §18-2E-5 and West Virginia Board of Education Policy 2320 which specify that a school that meets or exceeds the performance and progress standards but has other deficiencies shall remain on full accreditation status and a county school district shall remain on full approval status for the remainder of the accreditation period and shall have an opportunity to correct those deficiencies. The Code and policy include the provision that a school “. . . does not have any deficiencies which would endanger student health or safety or other extraordinary circumstances as defined by the West Virginia Board of Education.”

SCHOOL PERFORMANCE

This section presents the Annual Performance Measures for Accountability and the Education Performance Audit Team's findings.

16 CLAY COUNTY

Larry Gillespie, Superintendent

205 LIZEMORE ELEMENTARY SCHOOL – Passed

Michael Mullins, Principal

Grades PK - 05

Enrollment 113 (2nd month 2006-2007 enrollment report)

WESTEST 2006-2007

Group	Number Enrolled for FAY	Number Enrolled on Test Week	Number Tested	Participation Rate	Percent Proficient	Met Part. Rate Standard	Met Assessment Standard	Met Subgroup Standard
Mathematics								
All	44	45	45	100.00	79.54	Yes	Yes	✓
White	41	42	42	100.00	78.04	NA	NA	NA
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	28	29	29	100.00	75.00	NA	NA	NA
Spec. Ed.	**	**	**	**	**	**	**	**
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	44	45	45	100.00	72.72	Yes	Confidence Interval	✓
White	41	42	42	100.00	73.17	NA	NA	NA
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	28	29	29	100.00	75.00	NA	NA	NA
Spec. Ed.	**	**	**	**	**	**	**	**
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed
Attendance Rate = 91.6%

16 CLAY COUNTY
Larry Gillespie, Superintendent
205 LIZEMORE ELEMENTARY SCHOOL – Passed
Tina Burnette, Principal
Grades PK - 05
Enrollment 118 (2nd month 2007-2008 enrollment report)

WESTEST 2007-2008

Group	Number Enrolled for FAY	Number Enrolled on Test Week	Number Tested	Participation Rate	Percent Proficient	Met Part. Rate Standard	Met Assessment Standard	Met Subgroup Standard
Mathematics								
All	39	43	43	100.00	61.53	Yes	Averaging	✓
White	37	41	41	100.00	59.45	NA	NA	NA
Black	**	**	**	**	**	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	28	31	31	100.00	60.71	NA	NA	NA
Spec. Ed.	**	**	**	**	**	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	39	43	43	100.00	66.66	Yes	Confidence Interval	✓
White	37	41	41	100.00	67.56	NA	NA	NA
Black	**	**	**	**	**	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	28	31	31	100.00	67.85	NA	NA	NA
Spec. Ed.	**	**	**	**	**	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year
* -- 0 students in subgroup
** -- Less than 10 students in subgroup

Passed
Attendance Rate = 95.6%

16 CLAY COUNTY
Larry Gillespie, Superintendent
205 LIZEMORE ELEMENTARY SCHOOL – Passed
Tina Burnette, Principal
Grades PK - 05
Enrollment 136 (2nd month 2008-2009 enrollment report)

WESTEST 2008-2009

Group	Number Enrolled for FAY	Number Enrolled on Test Week	Number Tested	Participation Rate	Percent Proficient	Met Part. Rate Standard	Met Assessment Standard	Met Subgroup Standard
Mathematics								
All	44	46	46	100.00	54.54	Yes	Confidence Interval	✓
White	44	46	46	100.00	54.54	NA	NA	NA
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	31	32	32	100.00	54.83	NA	NA	NA
Spec. Ed.	**	**	**	**	**	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	44	46	46	100.00	45.45	Yes	Confidence Interval	✓
White	44	46	46	100.00	45.45	NA	NA	NA
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	31	32	32	100.00	45.16	NA	NA	NA
Spec. Ed.	**	**	**	**	**	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year
* -- 0 students in subgroup
** -- Less than 10 students in subgroup

Passed
Attendance Rate = 94.3%

Assessment Trend Results by Class, All Students Subgroup

Mathematics

Year	Grade 03	Grade 05	All Grades
2004	*	70.00	80.95
2005	68.75	63.63	80.95
2006	83.33	76.47	68.75
2007	*	83.33	76.47
2008	*	84.61	62.79
2009	50.00	58.33	54.54

* Cells with less than 10.

Reading

Year	Grade 03	Grade 05	All Grades
2004	55.55	65.00	71.42
2005	75.00	68.18	71.42
2006	100.00	82.35	68.75
2007	75.00	83.33	82.35
2008	*	84.61	58.13
2009	55.00	41.67	45.45

* Cells with less than 10.

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

5.1.1. Achievement.

Lizemore Elementary School did not have any cells with a number (N) greater than 50. None of the cells at the school were above the adequate yearly progress (AYP) benchmark and the school achieved AYP in mathematics only by averaging and in reading/language arts only by application of the confidence interval. A dramatic decrease in student achievement was shown from the WESTEST results from the 2006-2007 school year to the 2007-2008 school year in all reporting cells.

Adequate Yearly Progress (AYP) Information by Class indicated scores below mastery in both mathematics and reading: Grade 3 – 50.00 percent in mathematics and 43.75 percent in reading; Grade 4 – 45.45 percent in mathematics and 36.36 percent in reading. These scores have implication for the Five-Year Strategic Plan and school improvement.

FOLLOW-UP REVIEW

COMPLIANCE. Lizemore Elementary School does not have any cells with a number greater than 50. The school achieved adequate yearly progress (AYP) on the 2009 Westest by applying the Confidence Interval in both Mathematics and Reading/Language Arts.

Data from WESTEST 2009 showed scores in reading/language arts and mathematics as follows: Grade 3 - 55.00 percent mastery in mathematics and 50.00 percent mastery in reading/language arts and Grade 5 - 58.33 percent mastery in mathematics and 41.67 percent mastery in reading/language arts.

The school amended the Five-Year Strategic Plan to provide additional professional development/trainings for staff. Among the professional development/training sessions provided for the school staff were the following.

- 1. Data and Test Analysis.**
- 2. Strategic Planning.**
- 3. Improving School Climate.**
- 4. Teacher Mentoring.**
- 5. Eyes Toward Success.**
- 6. Instructional Strategies**
- 7. Acuity Training.**
- 8. Response to Intervention (RTI) Training.**
- 9. Odyssey Computer Program Training.**
- 10. Differentiated Instruction.**

11. Teaching Comprehension and Vocabulary.
12. Interdisciplinary Teaming.
13. Effective use of Technology.
14. Classroom Management.
15. Measuring with DIBELS.

EDUCATION PERFORMANCE AUDIT

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

7.1. Curriculum

- 7.1.2. High expectations. Through curricular offerings, instructional practices, and administrative practices, staff demonstrates high expectations for the learning and achieving of all students and all students have equal educational opportunities including enrichment and acceleration. (Policy 2510)**

It was not evident that one grade was being challenged throughout the entire school day. This class lost 35 minutes of instruction on the day of the Education Performance Audit due to waiting for students to return from band and waiting to go to the gymnasium for physical education. Only a small percentage of students were coming back to the class from band; however, a majority of the class sat idle for approximately 20 minutes until these students arrived. It is imperative that all students be kept on task to the greatest extent possible throughout the entire school day. The Team was concerned that this was a continual problem.

FOLLOW-UP REVIEW

COMPLIANCE. The faculty held several discussions on the expectations of using class time for instruction from "bell to bell". Teachers constructed classroom schedules that utilized all the scheduled instructional time to the maximum extent. The principal monitored classroom instruction for effectiveness during classroom walkthroughs and by reviewing lesson plans. Team visits to classrooms and interviews with teachers verified the classrooms were well organized and effective instruction with high expectations was being provided. No wasted instructional time was observed. Three of the six regular classroom teachers were new to the school this year (2009-2010).

7.1.7. Library/educational technology access and technology application. The application of technology is included throughout all programs of study and students have regular access to library/educational technology centers or classroom libraries. (Policy 2470; Policy 2510)

The Team observed 14 classroom computers in use during the Education Performance Audit. The computer laboratory was observed to be used only two times during the day. No computer laboratory use log was available for Team review.

FOLLOW-UP REVIEW

COMPLIANCE. The principal reported that the school had been having trouble keeping the computers in working order. The school had been provided with new technology which was much more reliable. Three computer laboratories were available that included: One classroom stationary laboratory, one 11 station portable laboratory, and one 15 station portable laboratory. The Team reviewed the use logs for the three laboratories and found that all of them were used on a daily basis. Teacher interviews and lesson plan reviews verified that all students received instruction involving computers approximately one hour per day.

7.1.8. Instructional materials. Sufficient numbers of approved up-to-date textbooks, instructional materials, and other resources are available to deliver curricular content for the full instructional term. (Policy 2510)

There were insufficient numbers of Grade 3 Grammar and Grade 5 Language Arts textbooks. The principal stated that the new textbooks had been ordered.

FOLLOW-UP REVIEW

COMPLIANCE. The grammar and language arts textbooks arrived approximately December 1, 2008 and were immediately used in the classrooms. Interviews with all teachers confirmed that they had sufficient number of textbooks this year (2009-2010).

7.1.9. Programs of study. Programs of study are provided in grades K-12 as listed in Policy 2510 for elementary, middle, and high school levels, including career clusters and majors and an opportunity to examine a system of career clusters in grades 5-8 and to select a career cluster to explore in grades 9 and 10. (Policy 2510; Policy 2520)

An Advisory/Comprehensive School Guidance and Counseling program was not available at the school. The counselor was only at the school two full days per month.

FOLLOW-UP REVIEW

COMPLIANCE. The Team was provided a copy of the Comprehensive Guidance and Counseling program for the school. The school received

counseling services from a guidance counselor one-half day each week. The Team reviewed the schedule for the counselor which showed that each class of students received developmental guidance sessions with the counselor. Interviews with teachers, the guidance counselor, and the principal verified all teachers were involved in teaching developmental guidance under the direction of the guidance counselor and principal.

7.1.11. Guidance and advisement. Students are provided specific guidance and advisement opportunities to allow them to choose a career major prior to completion of grade 10. (Policy 2510)

A developmental guidance program was not in place. There was no proactive discipline program to inform students about potential disciplinary problems. With 37 detentions, 6 in-school suspensions, and 2 outside school suspensions in a school of 136 students, as of the date of the Education Performance Audit, the Team believed that the students would benefit greatly from the implementation of a bullying and harassment program. Teachers were concerned about the lack of a consistent schoolwide discipline procedure.

FOLLOW-UP REVIEW

COMPLIANCE. The school had twice as much guidance counselor time and had a developmental guidance program in place and functioning. The faculty had worked together to design a proactive and positive discipline program (Paw Power) which was used schoolwide. It is a system of setting expectations and discussing them with students and rewarding students for meeting the expectations. The program had worked well and discipline problems had been greatly reduced. Discussions of the bullying and harassment policies were provided at the beginning of the school year and as needed throughout the school year. The principal reported that the school does not have problems with student bullying and harassment.

7.1.12. Multicultural activities. Multicultural activities are included at all programmatic levels, K-4, 5-8, and 9-12 with an emphasis on prevention and zero tolerance for racial, sexual, religious/ethnic harassment or violence. (Policy 2421)

There was no schoolwide approach to multicultural education. While there were some individual classroom activities to expose students to other cultures, there was not a comprehensive schoolwide approach to this. Furthermore, a Multicultural Plan was not presented to the Team. In addition, the incidents of disciplinary actions show the necessity of a comprehensive Multicultural Plan with an emphasis on prevention and a zero tolerance for the issues enumerated in West Virginia Board of Education Policy 2421.

FOLLOW-UP REVIEW

COMPLIANCE. The school faculty had prepared and implemented a school Multicultural Plan. The Team interviewed teachers and reviewed the multicultural activities provided by the staff for this school year (2009-2010).

7.1.13. Instructional day. Priority is given to teaching and learning, and classroom instructional time is protected from interruption. An instructional day is provided that includes a minimum of 315 minutes for kindergarten and grades 1 through 4; 330 minutes for grades 5 through 8; and 345 minutes for grades 9 through 12. The county board submits a school calendar with a minimum 180 instructional days. (W.Va. Code §18-5-45; Policy 2510)

According to classroom schedules, one Grade 3 classroom had only 310 instructional minutes and one Grade 5 classroom had only 310 instructional minutes. This is not consistent with W.Va. Code §18-5-45 and West Virginia Board of Education Policy 2510.

FOLLOW-UP REVIEW

COMPLIANCE. The Team reviewed the master schedules for each teacher which showed all students were being provided a 352 minute instructional day.

7.2. Student and School Performance

7.2.4. Data analysis. Prior to the beginning of and through the school term the county, school, and teacher have a system for analyzing, interpreting, and using student performance data to identify and assist students who are not at grade level in achieving approved state and local content standards and objectives. The county, principal, counselors, and teachers assess student scores on the American College Test and the Scholastic Aptitude Test and develop curriculum, programs, and/or practices to improve student and school performance. (Policy 2510)

WESTEST data analysis had not been conducted as of the date of the Education Performance Audit. It is imperative that this be done early in the school year to ensure that students receive the instruction needed to close the achievement gap.

FOLLOW-UP REVIEW

COMPLIANCE. The WESTEST 2 data for the 2009 WESTEST 2 had been analyzed in August prior to the beginning of school year and all teachers had copies of the data that pertained to the students they instructed. Teachers interviewed informed the Team that they had received the data and were using it to adjust instruction to meet student needs.

7.8. Leadership

7.8.1. Leadership. Leadership at the school district, school, and classroom levels is demonstrated by vision, school culture and instruction, management and environment, community, and professionalism. (Policy 5500.03)

The principal had been out of the education profession for the past several years and just returned on July 1, 2008 as the principal of the school. While there were several issues at the school that would require a great deal of work, the Team believed that the principal possesses the education, ability, and drive to achieve the goal.

Due to the number of deficiencies found at Lizemore Elementary School, the Team determined that assistance from the central office administration, the West Virginia Department of Education, and RESA 3 be sought to assist the building administrator in the operation of the school.

FOLLOW-UP REVIEW

COMPLIANCE. The principal had received and continued to receive assistance from the Clay County Central Office administrators, RESA 3, and the West Virginia Department of Education to become a more effective school administrator. The principal reported the following assistance received.

1. An additional year of mentoring into the principal's job.
2. Monthly county administrator meetings.
3. County principals' academy.
4. Staff development training sessions from RESA 3, such as, Response to Intervention (RTI) Mathematics, Response to Intervention (RTI) Reading, preschool, etc.
5. Visits from the RESA 3 Response to Intervention (RTI) specialist to work with the principal and teachers.
6. The West Virginia Department of Education, Division of Educator Quality and System Support, assistance in preparing the "Plan for Improvement" for the Office of Education Performance Audits report.
7. Staff development in areas that included: Supervision, evaluation process, classroom walkthroughs, and scheduling.
8. Teachers' Leadership Institute.
9. Principals' Academy.

INDICATORS OF EFFICIENCY

Indicators of efficiency for student and school system performance and processes were reviewed in the following areas: Curriculum delivery, including but not limited to, the use of distance learning; facilities; administrative practices; personnel; utilization of regional education service agency, or other regional services that may be established by their assigned regional education service agency. This section contains indicators of efficiency that the Education Performance Audit Team assessed as requiring more efficient and effective application.

The indicators of efficiency listed are intended to guide Lizemore Elementary School in providing a thorough and efficient system of education. Clay County is obligated to follow the Indicators of Efficiency noted by the Team. Indicators of Efficiency shall not be used to affect the approval status of Clay County or the accreditation status of the schools.

8.1.1. Curriculum. The school district and school conduct an annual curriculum audit regarding student curricular requests and overall school curriculum needs, including distance learning in combination with accessible and available resources.

Given the decline in student achievement at the school and that the principal is returning to education after a long hiatus, a great deal of effort will be needed to not only correct the deficiencies at the school, but also to reverse the trend of lower student achievement. The principal must be the curricular leader of the school and provide the direction and guidance to assist teachers in closing the achievement gap. Staff development must be implemented in the areas of high expectations, data analysis, and instructional strategies to aid the teachers in proper curriculum delivery.

FOLLOW-UP CONCLUSION

The principal and the school staff had worked together with support from the county office personnel, RESA 3, and the West Virginia Department of Education to correct all deficiencies shown in the Education Performance Audit report. They had been able to effectively address the areas showing "Necessary to Improve Performance and Progress".

Since the school used the new WESTEST 2, it was difficult to show any trend in the achievement scores. The achievement scores on WESTEST 2 were low and needed continual work by the faculty the remainder of this year (2009-2010) and in future years to improve them.

Teachers participated in staff development in areas of high expectations, data analysis, and instructional strategies.

BUILDING CAPACITY TO CORRECT DEFICIENCIES

West Virginia Code §18-2E-5 establishes that the needed resources are available to assist the school or school system in achieving the standards and alleviating the deficiencies identified in the assessment and accountability process. To assist Lizemore Elementary School in achieving capacity, the following resources are recommended.

- 18.1. Capacity building is a process for targeting resources strategically to improve the teaching and learning process. School and county electronic strategic improvement plan development is intended, in part, to provide mechanisms to target resources strategically to the teaching and learning process to improve student, school, and school system performance.**

The Team determined that Lizemore Elementary School has numerous challenges in developing the capacity to correct the identified deficiencies. The capacity must be developed by the principal to handle the issues due to the long absence from education. The Team recommended that the Clay County superintendent aggressively pursue assistance for the principal in the current needs of the school and provide staff development to aid the teachers in closing the achievement gap.

The Office of Education Performance Audits further recommends that the principal and Clay County Superintendent of Schools officially contact Dr. Karen Huffman, Special Assistant to the Superintendent, Division of Special Projects – Superintendent’s Center for 21st Century Schools at 304-558-7010 ext. 53319 to arrange a School Support System for correcting the deficiencies and improving student and school performance.

FOLLOW-UP CONCLUSION

The Clay County Superintendent had been very active in providing assistance to the school principal. The principal participated in staff development programs from the county, RESA 3, the West Virginia Department of Education, and the Center for Professional Development. She had found the Academy for New Principals and the Teacher Leadership Institute helpful in providing the skills necessary to be an effective principal. The county had provided numerous staff development opportunities for the teaching staff in areas such as, Differentiated Instruction, classroom management, Response to Intervention (RTI) mathematics and reading training, effective instructional strategies, etc., which the staff found to be helpful in improving their instructional techniques.

Personnel from the West Virginia Department of Education, Division of Educator Quality and System Support were helpful in providing ideas,

information, and direction used in writing the school's plan for improvement which the faculty had implemented this year (2009-2010).

IDENTIFICATION OF RESOURCE NEEDS

A thorough and efficient system of schools requires the provision of an adequate level of appropriately managed resources. The West Virginia Board of Education adopted resource evaluation as a part of the accreditation and evaluation process. This process is intended to meaningfully evaluate the needs for facilities, personnel, curriculum, equipment and materials in each of the county's schools and how those impact program and student performance.

- 19.1. Facilities, equipment, and materials.** Facilities and equipment specified in Policy 6200, Chapters 1 through 14, are available in all schools, classrooms, and other required areas. A determination will be made by using the Process for Improving Education (W.Va. Code §18-2E-5) whether any identified deficiencies adversely impact and impair the delivery of a high quality educational program if it is below the West Virginia Board of Education standards due to inadequacies or inappropriate management in the areas of facilities, equipment, and materials. The Education Performance Audit Teams shall utilize an assessment instrument for the evaluation of school facilities which generally follows the requirements of Policy 6200. Note: Corrective measures to be taken in response to any identified resource deficiency will of necessity be subject to the feasibility of modifying existing facilities, consideration of alternative methods of instructional delivery, availability of funding, and prioritization of educational needs through Comprehensive Educational Facilities Plans and the West Virginia School Building Authority. This policy does not change the authority, judgment, or priorities of the School Building Authority of West Virginia who is statutorily responsible for prioritizing "Need" for the purpose of funding school improvements or school construction in the State of West Virginia or the prerogative of the Legislature in providing resources. (Policy 6200 and *Tomblin v. Gainer*)

According to the items checked in the School Facilities Evaluation Checklist, the school was below standard in the following areas. The principal checked and the Team confirmed the following school facility resource needs.

- 19.1.5. Library/media and technology center.** Newspapers were not available.
- 19.1.10. Specialized instructional areas.** Art classes were held in general education classrooms; therefore, adequate space and the items other than consumables were not provided. Music classes were held in general education classrooms; therefore, the classes were not located away from quiet areas of the building

and the folding chairs, podium, instructor's desk, and acoustical treatment were not provided. The physical education facility, which was also the cafeteria, did not have forced ventilation and a display case.

- 19.1.15. Health service units.** A health service unit was not available. The school did not have a bulletin board, toilet, lavatory, scales, medicine chest, refrigerator with locked storage, work counter, and desk and chair.

FOLLOW-UP CONCLUSION

The following equipment/materials had been provided following the original Education Performance Audit. The other facility resource needs remained as previously identified.

- 19.1.5. The school library had a daily newspaper (*The Charleston Gazette*) and the local weekly paper (*The Free Press*).**

EARLY DETECTION AND INTERVENTION

One of the most important elements in the Education Performance Audit process is monitoring student progress through early detection and intervention programs.

Given the achievement levels of students in all of the subgroups, and the current inexperience of the principal, Lizemore Elementary School and Clay County must implement high yield instructional practices and instruction that will improve students' achievement. Clay County must actively pursue assistance from RESA 3, the West Virginia Department of Education, and the West Virginia Center for Professional Development to assist with school improvement efforts. Curriculum must be data-driven and instruction must be relevant to the curriculum and provide all students the opportunity to learn.

The School Support System presented under the Capacity Building Section will be an invaluable resource in guiding school improvement.

FOLLOW-UP TEAM SUMMARY

The Lizemore Elementary School staff had received opportunities for extensive staff development to improve their instructional techniques. These strategies were being implemented in the classrooms and improvement in student learning should be shown on the 2010 WESTEST 2. Assistance had been received from the county administrative staff, RESA 3, the West Virginia Department of Education, and the Center for Professional Development to improve the skills for the Lizemore Elementary School's staff. Student data were analyzed and used to identify student needs and to

adjust instruction to address their needs. If the faculty continues to work cooperatively and take advantage of opportunities to improve, the school should see improvement in student achievement.

SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
16-205 Lizemore Elementary	Full Accreditation			

Education Performance Audit Summary

The Office of Education Performance Audits recommends that the West Virginia Board of Education continue the Full Accreditation status of Lizemore Elementary School.